**Fast Track**

**Name:**

**Tutor Group:**

**Teacher:**

**Current R Level:**

**Current W Level:**

**Target R Level:**

**Target W Level:**

**2012-2013**

**English Department**

**Forrester High School**

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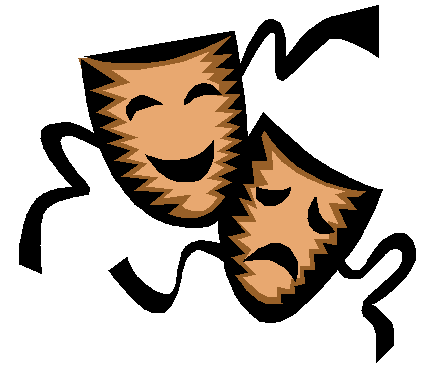
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Critical Essay:



Critical Response to Reading-

Drama

**Critical Essay**

**Introduction-** tick what you have remembered to include:

Title

Author/Poet

Genre – poetry, drama, prose; mystery, adventure, romance.

Plot summary – basic idea of characters and main events.

Themes – the main message; what the author wants you to think about.

Link to task – refer to the question you are going to be answering.

**Main Paragraphs** –have I remembered to include:

A focus on a main event (drama/prose) or a specific technique (poetry).

Topic sentences –identify focus of the paragraph and connect to essay question.

Link sentence – refer to point of previous paragraph, refer to next point.

**Context** – who, what, where and when to do with this event.

**Quote** – evidence from this event, to help you answer the essay question.

**Analysis** – how this main event helps you answer/relates to the essay question.

what it teaches you or highlights to you, regarding themes and task.

Identify techniques used within the quote: structure, tone, imagery

Explanation of what this highlights, regarding theme and task.

**Conclusion –** have I remembered to:

Answer the task question.

Summarise my main points from my main paragraphs.

Emphasise connections between main points and theme(s).

Comment on what the author/poet has done successfully/effectively.

Peer and Self Assessment

- CEL Drama

Self Assessment – judging your own work.

Q1. Did you include all of the items named on your

checklist?

A1. YES NO

Q2. If no, which ones did you miss out?

A2.

Q3. What do you think you did well in this report?

A3.

Q4. What would you do better next time and why?

A4.

Peer Assessment – judging your friend’s work.

Q1. Did he/she include all of the items named on their

checklist?

A1. YES NO

Q2. If no, which ones did they miss out?

A2.

Q3. What do you think they did well in this report?

A3.

Q4. What should they do better next time and why?

A

**Critical Evaluation of Drama**

What did I do well in this essay?

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What are my targets for my next essay?

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Unit Questionnaire

- CEL Drama

Q1. Name up to 3 things you enjoyed about this unit?

A1.

Q2. Was there anything you did not enjoy about this

unit?

A2. Yes No

Q3. If yes, what was it you did not enjoy and why?

A3.

Q4. Did your teacher make it clear what you were learning and how to do it well: Objectives and Success Criteria?

A4. Yes No

Q5. Do you understand why these were used?

A5. Yes No

Q6. How much homework time was spent on this task?

A6

Q7. What would you like your teacher to do differently

next time?

A7.

End of Unit

- CEL Drama

has successfully completed a unit on writing a Critical Evaluation of a Drama.

Grade Achieved:

Date:

Teacher’s Signature:

Parental/Guardian signature and comment:

Talk:



Individual

**Talk –** Please tick the ones you have remembered

Have I remembered to:

Choose a topic that will interest my audience?

Begin my talk with an ‘attention grabbing’ opening?

Speak loud enough to be heard?

Speak clearly enough to be understood?

Only use my notes on occasion, to help my memory, and not read from them?

Raise my head and make sure I look around my audience?

Change my tone, depending on what I am saying?

Change my pace, but not going too fast or too slow?

Use humour (if it suits my topic) and smile?

RELAX, BREATHE and to not fidget?

Speak fluently, not using lots of pauses or ‘ums’ and ‘ehs’?

Conclude my talk by rounding up neatly?

Use props effectively, to make my talk interesting and involve my audience?

Ask if anyone has any questions?

Peer and Self Assessment

- Individual Talk

Self Assessment – judging your own work.

Q1. Did you include all of the items named on your

checklist?

A1. YES NO

Q2. If no, which ones did you miss out?

A2.

Q3. What do you think you did well in this report?

A3.

Q4. What would you do better next time and why?

A4.

Peer Assessment – judging your friend’s work.

Q1. Did he/she include all of the items named on their

checklist?

A1. YES NO

Q2. If no, which ones did they miss out?

A2.

Q3. What do you think they did well in this report?

A3.

Q4. What should they do better next time and why?

A4.

**Listening and Talk – Film**

What did I do well in this essay?

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What are my targets for my next essay?

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Unit Questionnaire

- Talk

Q1. Name up to 3 things you enjoyed about this unit?

A1.

Q2. Was there anything you did not enjoy about this

unit?

A2. Yes No

Q3. If yes, what was it you did not enjoy and why?

A3.

Q4. Did your teacher make it clear what you were learning and how to do it well: Objectives and Success Criteria?

A4. Yes No

Q5. Do you understand why these were used?

A5. Yes No

Q6. How much homework time was spent on this task?

A6

Q7. What would you like your teacher to do differently

next time?

A7.

End of Unit

- Talk

has successfully completed a unit on Talk.

Grade Achieved:

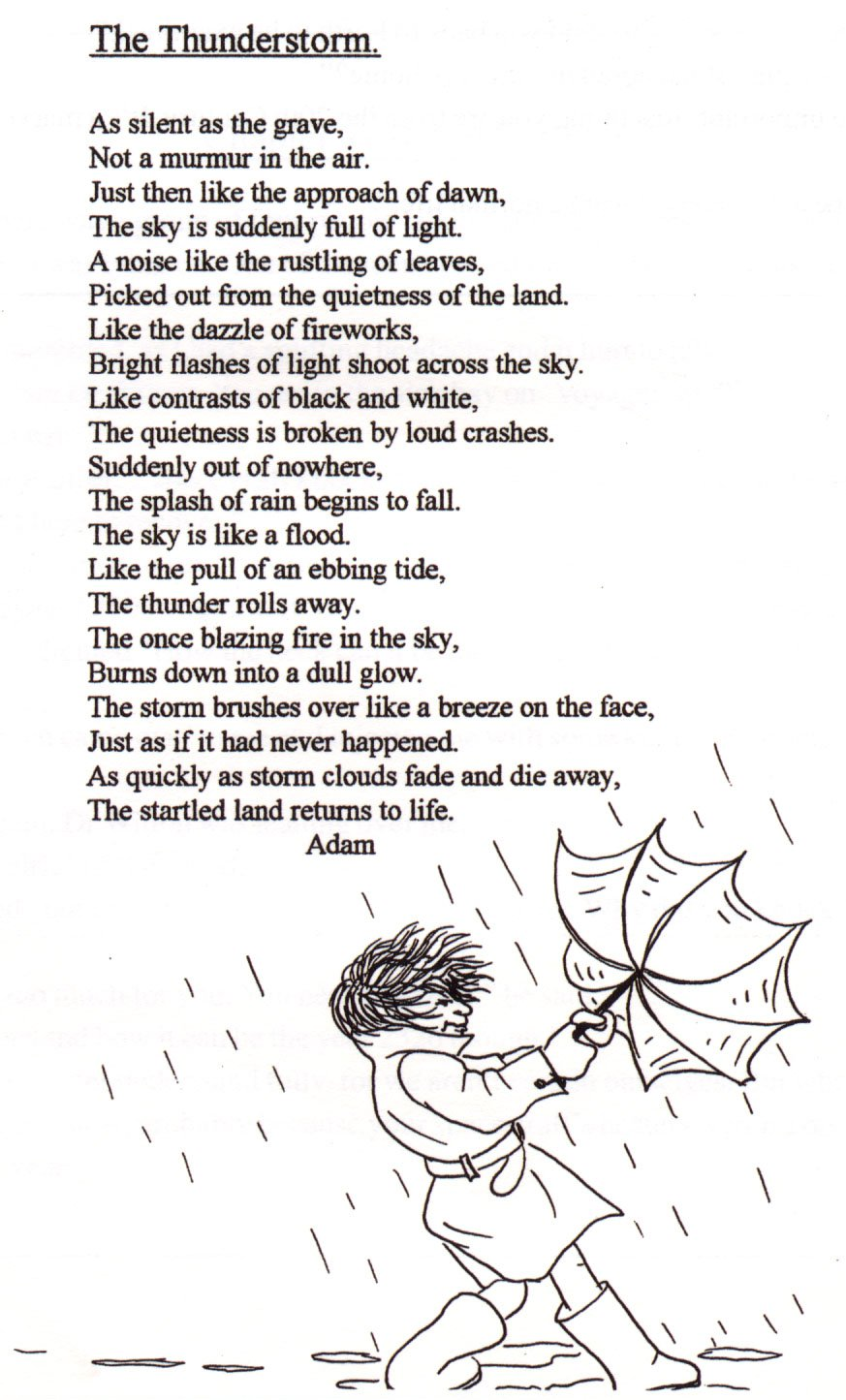
Date:

Teacher’s Signature:

Parental/Guardian signature and comment:

Imaginative

Poem:



Imaginative Response to Poetry

**Imaginative Response to Poetry**

Have I remembered to:

* Use descriptive words and phrases, using adjectives?
* Use the five senses to set the scene?
* Follow the poet’s style: rhyming scheme; topic; techniques?
* Create an atmosphere that suits my topic, like excitement or sadness?
* Think about my readers? What do I want them to feel?

Peer and Self Assessment

- Imaginative Response to Poetry

Self Assessment – judging your own work.

Q1. Did you include all of the items named on your

checklist?

A1. YES NO

Q2. If no, which ones did you miss out?

A2.

Q3. What do you think you did well in this report?

A3.

Q4. What would you do better next time and why?

A4.

Peer Assessment – judging your friend’s work.

Q1. Did he/she include all of the items named on their

checklist?

A1. YES NO

Q2. If no, which ones did they miss out?

A2.

Q3. What do you think they did well in this report?

A3.

Q4. What should they do better next time and why?

A

**Imaginative Writing – Poetry**

What did I do well in this essay?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What are my targets for my next essay?

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End of Unit

- Imaginative Response to Poetry

has successfully completed a unit on writing an Imaginative Response to Poetry.

Grade Achieved:

Date:

Teacher’s Signature:

Parental/Guardian signature and comment:

Unit Questionnaire

- Imaginative Response to Poetry

Q1. Name up to 3 things you enjoyed about this unit?

A1.

Q2. Was there anything you did not enjoy about this

unit?

A2. Yes No

Q3. If yes, what was it you did not enjoy and why?

A3.

Q4. Did your teacher make it clear what you were learning and how to do it well: Objectives and Success Criteria?

A4. Yes No

Q5. Do you understand why these were used?

A5. Yes No

Q6. How much homework time was spent on this task?

A6

Q7. What would you like your teacher to do differently

next time?

A7.

Critical Essay:



Critical Response to Reading-

Prose

**Critical Essay - Prose**

**Introduction-** Tick what have I remembered to include:

Title

Author/Poet

Genre – poetry, drama, prose; mystery, adventure, romance.

Plot summary – basic idea of characters and main events.

Themes – the main message; what the author wants you to think about.

Link to task – refer to the question you are going to be answering.

**Main Paragraphs** –have I remembered to include:

A focus on a main event (drama/prose) or a specific technique (poetry).

Topic sentence –identify focus of the paragraph and connect to essay question.

Link sentence – refer to point of previous paragraph, refer to next point.

**Context** – who, what, where and when to do with this event.

**Quote** – evidence from this event, to help you answer the essay question.

**Analysis** – how this main event helps you answer/relates to the essay question.

what it teaches you or highlights to you, regarding themes and task.

Identify techniques used within the quote: structure, tone, imagery

Explanation of what this highlights, regarding theme and task.

**Conclusion –** have I remembered to:

Answer the task question.

Summarise my main points from my main paragraphs.

Emphasise connections between main points and theme(s).

Comment on what the author/poet has done successfully/effectively.

Peer and Self Assessment

- Critical Evaluation Prose

Self Assessment – judging your own work.

Q1. Did you include all of the items named on your

checklist?

A1. YES NO

Q2. If no, which ones did you miss out?

A2.

Q3. What do you think you did well in this report?

A3.

Q4. What would you do better next time and why?

A4.

Peer Assessment – judging your friend’s work.

Q1. Did he/she include all of the items named on their

checklist?

A1. YES NO

Q2. If no, which ones did they miss out?

A2.

Q3. What do you think they did well in this report?

A3.

Q4. What should they do better next time and why?

A4.

**Critical Evaluation of Novel**

What did I do well in this essay?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What are my targets for my next essay?

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End of Unit

- CEL Prose

has successfully completed a unit on writing a Critical Essay on Prose.

Grade Achieved:

Date:

Teacher’s Signature:

Parental/Guardian signature and comment:

Unit Questionnaire

- CEL Prose

Q1. Name up to 3 things you enjoyed about this unit?

A1.

Q2. Was there anything you did not enjoy about this

unit?

A2. Yes No

Q3. If yes, what was it you did not enjoy and why?

A3.

Q4. Did your teacher make it clear what you were learning and how to do it well: Objectives and Success Criteria?

A4. Yes No

Q5. Do you understand why these were used?

A5. Yes No

Q6. How much homework time was spent on this task?

A6

Q7. What would you like your teacher to do differently

next time?

A7.

Imaginative

Fantasy Story:



Imaginative Response to Prose

**Imaginative Fantasy Short Story**

Tick what you have remembered to:

* Use descriptive words and phrases, using adjectives?
* Use the five senses to set a fantasy scene?
* Create believable characters with fantasy elements?
* Create a plot that grabs the reader’s attention?
* Create an atmosphere that suits my topic, like excitement or sadness?
* Think about my readers? What do I want them to feel?
* Use either a cliff-hanger or a resolution ending to my story?

Peer and Self Assessment

- Heroes and Villains

Self Assessment – judging your own work.

Q1. Did you include all of the items named on your

checklist?

A1. YES NO

Q2. If no, which ones did you miss out?

A2.

Q3. What do you think you did well in this report?

A3.

Q4. What would you do better next time and why?

A4.

Peer Assessment – judging your friend’s work.

Q1. Did he/she include all of the items named on their

checklist?

A1. YES NO

Q2. If no, which ones did they miss out?

A2.

Q3. What do you think they did well in this report?

A3.

Q4. What should they do better next time and why?

A

**Imaginative Writing – Short Story**

What did I do well in this essay?

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What are my targets for my next essay?

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End of Unit

Heroes and Villains

has successfully completed a unit on writing an Imaginative Short Story.

Grade Achieved:

Date:

Teacher’s Signature:

Parental/Guardian signature and comment:

Unit Questionnaire

Heroes and Villains

Q1. Name up to 3 things you enjoyed about this unit?

A1.

Q2. Was there anything you did not enjoy about this

unit?

A2. Yes No

Q3. If yes, what was it you did not enjoy and why?

A3.

Q4. Did your teacher make it clear what you were learning and how to do it well: Objectives and Success Criteria?

A4. Yes No

Q5. Do you understand why these were used?

A5. Yes No

Q6. How much homework time was spent on this task?

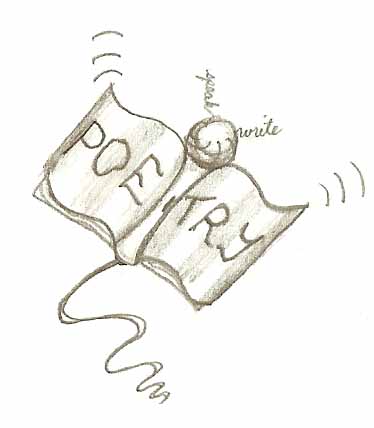
A6

Q7. What would you like your teacher to do differently

next time?

A7.

Critical Essay:



Critical Response to Reading-

Poetry

**Critical Response to Poetry**

**Introduction-** Tick what you have remembered to include:

Title of the poem.

Poet’s name.

The type of poem it is: romance; adventure; animal

Plot summary – what the poem is about.

Themes –what the poet wants you to think about.

Link to task – say what you are going to do in your essay.

**Main Paragraphs** – Tick what you have remembered to include:

Pick a point in the poem you want to talk about.

Say what the technique is: simile, metaphor, rhyme, good word choice.

**Context** –what is happening at this point in the poem.

**Quote** – evidence from this part in the poem.

**Analysis** – how does this part of the poem help you answer the essay question.

Explain what works well about the technique you have chosen.

How does this technique link to the essay question and theme.

**Conclusion –** Tick what you have remembered to include:

Answer the essay question.

Summarise the main point from each of the main paragraphs.

Talk about the theme/main message.

Say what the poet has done well and why you think so.

Peer and Self Assessment

- CEL Poetry

Self Assessment – judging your own work.

Q1. Did you include all of the items named on your

checklist?

A1. YES NO

Q2. If no, which ones did you miss out?

A2.

Q3. What do you think you did well in this report?

A3.

Q4. What would you do better next time and why?

A4.

Peer Assessment – judging your friend’s work.

Q1. Did he/she include all of the items named on their

checklist?

A1. YES NO

Q2. If no, which ones did they miss out?

A2.

Q3. What do you think they did well in this report?

A3.

Q4. What should they do better next time and why?

A4.

**Critical Evaluation of Poetry**

What did I do well in this essay?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What are my targets for my next essay?

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End of Unit

- CEL Poetry

has successfully completed a unit on writing a Critical Evaluation of Poetry.

Grade Achieved:

Date:

Teacher’s Signature:

Parental/Guardian signature and comment:

Unit Questionnaire

- CEL Poetry

Q1. Name up to 3 things you enjoyed about this unit?

A1.

Q2. Was there anything you did not enjoy about this

unit?

A2. Yes No

Q3. If yes, what was it you did not enjoy and why?

A3.

Q4. Did your teacher make it clear what you were learning and how to do it well: Objectives and Success Criteria?

A4. Yes No

Q5. Do you understand why these were used?

A5. Yes No

Q6. How much homework time was spent on this task?

A6

Q7. What would you like your teacher to do differently

next time?

A7.

Informative

Letter:



Functional Writing

**Functional Letter –** Tick what you have included

My address in the top right hand corner.

Addressee’s address on the left hand side, below my address.

Date below my address.

Appropriate opening: Dear Sir/Madam or named recipient.

A line stating what the letter is regarding (Re:).

Formal vocabulary, written in clear paragraphs aligned to the left.

**Key points mentioned:** Tick what you have included

Where I am going and how/when I am getting there.

Why I am going.

Who I am taking with me and why.

What I will need for the expedition and costing.

Why I am writing to this person – what I need from them.

Will they get anything in return?

**Appropriate sign off:**

Yours faithfully if you don’t know person’s name.

Yours sincerely if you do know their name.

Signature.

Name printed below.

Peer and Self Assessment

- Formal Letter

Self Assessment – judging your own work.

Q1. Did you include all of the items named on your

checklist?

A1. YES NO

Q2. If no, which ones did you miss out?

A2.

Q3. What do you think you did well in this critical essay?

A3.

Q4. What would you do better next time and why?

A4.

Peer Assessment – judging your friend’s work.

Q1. Did he/she include all of the items named on their

checklist?

A1. YES NO

Q2. If no, which ones did they miss out?

A2.

Q3. What do you think they did well in this critical essay?

A3.

Q4. What should they do better next time and why?

A4.

**Functional Writing – Letter**

What did I do well in this essay?

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What are my targets for my next essay?

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End of Unit

- Formal Letter

has successfully completed a unit on writing a Formal Letter.

Grade Achieved:

Date:

Teacher’s Signature:

Parental/Guardian signature and comment:

Unit Questionnaire

- Formal Letter

Q1. Name up to 3 things you enjoyed about this unit?

A1.

Q2. Was there anything you did not enjoy about this

unit?

A2. Yes No

Q3. If yes, what was it you did not enjoy and why?

A3.

Q4. Did your teacher make it clear what you were learning and how to do it well: Objectives and Success Criteria?

A4. Yes No

Q5. Do you understand why these were used?

A5. Yes No

Q6. How much homework time was spent on this task?

A6

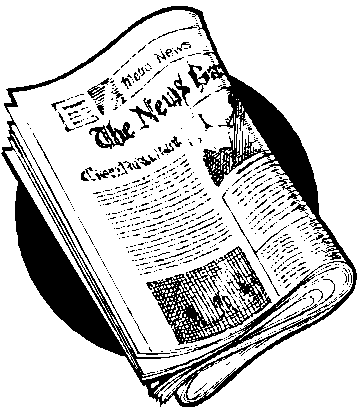
Q7. What would you like your teacher to do differently

next time?

A7.

Newspaper

Report:



Functional Writing

**Newspaper Report**

Have I remembered to include:

* **a Headline that is:** bold catchy brief
* **an opening section**

**with key facts:**  who what where when

* **more detail in the**

**rest of the article:** what why how

* **interview quotes:**

quotation person who

marks said it

* **an ending that looks to the future:**

what next who will be

involved

* **journalese words:**
* **pictures:**
* **caption(s):**

Peer and Self Assessment

- Newspaper Report

Self Assessment – judging your own work.

Q1. Did you include all of the items named on your

checklist?

A1. YES NO

Q2. If no, which ones did you miss out?

A2.

Q3. What do you think you did well in this report?

A3.

Q4. What would you do better next time and why?

A4.

Peer Assessment – judging your friend’s work.

Q1. Did he/she include all of the items named on their

checklist?

A1. YES NO

Q2. If no, which ones did they miss out?

A2.

Q3. What do you think they did well in this report?

A3.

Q4. What should they do better next time and why?

A4.

**Imaginative – Newspaper Report**

What did I do well in this essay?

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What are my targets for my next essay?

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End of Unit

- Newspaper Report

has successfully completed a unit on writing a Newspaper Report.

Grade Achieved:

Date:

Teacher’s Signature:

Parental/Guardian signature and comment:

Unit Questionnaire

- Newspaper Report

Q1. Name up to 3 things you enjoyed about this unit?

A1.

Q2. Was there anything you did not enjoy about this

unit?

A2. Yes No

Q3. If yes, what was it you did not enjoy and why?

A3.

Q4. Did your teacher make it clear what you were learning and how to do it well: Objectives and Success Criteria?

A4. Yes No

Q5. Do you understand why these were used?

A5. Yes No

Q6. How much homework time was spent on this task?

A6

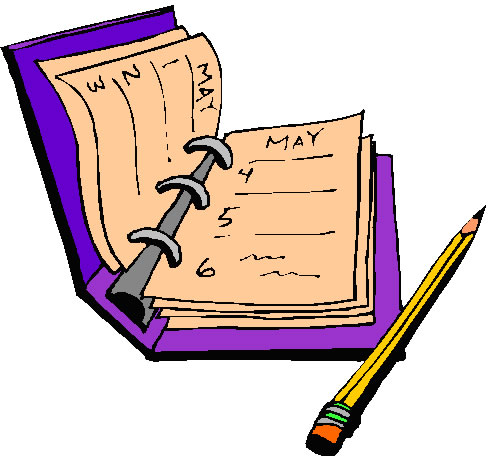
Q7. What would you like your teacher to do differently

next time?

A7.

Diary/

Journal:



Imaginative

Writing

**Imaginative Writing: Diary/Journal Extract:**

Have I remembered to:

* write using first person: I, me, my?
* include a date/time for each entry?
* write about my experiences, in the context of my expedition?
* include my thoughts, feelings, hopes and concerns?
* write using informal language: abbreviations, slang?

Peer and Self Assessment

- Diary/Journal Extract

Self Assessment – judging your own work.

Q1. Did you include all of the items named on your

checklist?

A1. YES NO

Q2. If no, which ones did you miss out?

A2.

Q3. What do you think you did well in this report?

A3.

Q4. What would you do better next time and why?

A4.

Peer Assessment – judging your friend’s work.

Q1. Did he/she include all of the items named on their

checklist?

A1. YES NO

Q2. If no, which ones did they miss out?

A2.

Q3. What do you think they did well in this report?

A3.

Q4. What should they do better next time and why?

A4.

**Imaginative Writing – Diary**

What did I do well in this essay?

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What are my targets for my next essay?

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End of Unit

- Diary/Journal Extract

has successfully completed a unit on writing a Diary/Journal Extract.

Grade Achieved:

Date:

Teacher’s Signature:

Parental/Guardian signature and comment:

Unit Questionnaire

- Diary/Journal Extract

Q1. Name up to 3 things you enjoyed about this unit?

A1.

Q2. Was there anything you did not enjoy about this

unit?

A2. Yes No

Q3. If yes, what was it you did not enjoy and why?

A3.

Q4. Did your teacher make it clear what you were learning and how to do it well: Objectives and Success Criteria?

A4. Yes No

Q5. Do you understand why these were used?

A5. Yes No

Q6. How much homework time was spent on this task?

A6

Q7. What would you like your teacher to do differently

next time?

A7.

Informative

Report:



Functional

Writing

**Informative Report: Destination of my Choice**

Have I remembered to:

* introduce my topic:

country continent type of landscape: desert; mountain; sea; rainforest

* use sub-headings, if appropriate:

underlined brief clear

* include certain information:

facts statistics quotes

* use my own words:
* use formal language:

no abbreviations no slang/colloquial words

* check spelling: dictionary
* check vocabulary: thesaurus
* check sentences: capital letters full stops
* include images:
* include references:

Peer and Self Assessment

- Informative Report

Self Assessment – judging your own work.

Q1. Did you include all of the items named on your

checklist?

A1. YES NO

Q2. If no, which ones did you miss out?

A2.

Q3. What do you think you did well in this critical essay?

A3.

Q4. What would you do better next time and why?

A4.

Peer Assessment – judging your friend’s work.

Q1. Did he/she include all of the items named on their

checklist?

A1. YES NO

Q2. If no, which ones did they miss out?

A2.

Q3. What do you think they did well in this critical essay?

A3.

Q4. What should they do better next time and why?

A4.

**Informative Writing – Report**

What did I do well in this essay?

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What are my targets for my next essay?

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End of Unit

- Informative Report

has successfully completed a unit on writing an Informative Report on a destination of their choice.

Grade Achieved:

Date:

Teacher’s Signature:

Parental/Guardian signature and comment

Unit Questionnaire

- Informative Report

Q1. Name up to 3 things you enjoyed about this unit?

A1.

Q2. Was there anything you did not enjoy about this

unit?

A2. Yes No

Q3. If yes, what was it you did not enjoy and why?

A3.

Q4. Did your teacher make it clear what you were learning and how to do it well: Objectives and Success Criteria?

A4. Yes No

Q5. Do you understand why these were used?

A5. Yes No

Q6. How much homework time was spent on this task?

A6

Q7. What would you like your teacher to do differently

next time?

A7.